**Lesson Plan -** **American History**

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| **Course: American History** | **Unit 3 – Industrialization** | **Instructor: McDonald / Schmitt** |

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| **Objective:** Students will understand how industrialization changed America | **Date(s):** | |
| **Standard/Benchmark:**  [LA.1112.1.6.3](http://connected.mcgraw-hill.com/ssh/DA1BDB64-4B74-11DB-ABAF-F681ADECFD11), [LA.1112.2.2.2](http://connected.mcgraw-hill.com/ssh/DA1E254A-4B74-11DB-ABAF-F681ADECFD11), [MA.912.A.2.2](http://connected.mcgraw-hill.com/ssh/0D25023C-C6DC-11DB-ABAF-F681ADECFD11), [SS.912.A.1.4](http://connected.mcgraw-hill.com/ssh/AF30C56E-CCB8-11DD-A7C8-69619DFF4B22), [SS.912.A.3.2](http://connected.mcgraw-hill.com/ssh/AF365A92-CCB8-11DD-A7C8-69619DFF4B22), [SS.912.A.3.9](http://connected.mcgraw-hill.com/ssh/AF3930B4-CCB8-11DD-A7C8-69619DFF4B22), [SS.912.A.3.10](http://connected.mcgraw-hill.com/ssh/AF399400-CCB8-11DD-A7C8-69619DFF4B22), [SS.912.A.3.12](http://connected.mcgraw-hill.com/ssh/AF3A5C96-CCB8-11DD-A7C8-69619DFF4B22) (see attached standards list) Common Core - RH 1,11-12 RH 2,11-12 RH 3,11-12 RH 4,11-12 RH 9,11-12 RH 7 (**see attached standards lists**) | | |
| **Essential Question:** What factors might contribute to a group of workers coming together to create a Union? | | |
| **Instructional Focus (FCIM): Cornell Notes & validity/reliability & Cause and Effect** | **Materials:** Textbook, Cornell-notes, projector | |
| **Vocabulary (for active Word Wall):** Andrew Carnegie, JD Rockefeller, Union, Vertical Integration, horizontal integration, monopoly, stock, Karl Marx | **Cross Curricular Connection:** Writing and reading support Language Arts/Reading Classes |

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| **Warm-up/Opening:**  Students will engage in a primary source analysis / vocab activity prior to the start of class. Students will complete the activity on their own and instructor led discussion to follow. Instructor will rotate around the room to make sure students are focused on their work and help aid understanding. Students will also be allowed the opportunity to revisit confusing areas. | **Time10** |  | **Teacher Notes:**  **\*\*\*Short video from online text may be used pre-mini lesson or post mini lesson to help highlight some of the key ideas of today’s lesson\*\*\***  **Video : Resource search “**Workers Bargain for Better Working Conditions**”** | **I Instructional Strategy:**  Gradual Release - WICOR  **Instructional Strategy (Writing):** Vocabulary, SIE (statement-identify argument-Explain evidence)  **Essential Reading Strategy (Student):**  Making Connections (comprehension)/context clues |
| **Instructional Focus Lesson**:  Students will be reminded of the connections that this unit has with key comprehension tools such as cause and effect, compare and contrast, context clues, validity, reliability and bias. Relationships to our modern world will also be introduced at this time so students can make connections. | **Time**  **10** |
| **Mini-Lesson with Modeling:**  Instructor will begin discussion on Chapter 3 Lesson 4 Unions. This unit will cover The Rise of Industry in America. The focus of today’s lesson will be introducing the main ideas surrounding Unions in America. Students will be required to listen, ask, and answer questions in order to familiarize themselves with the topic, key ideas and terms. Students will also be required to take Cornell notes pertaining to relevant information regarding the topic. | **Time**  **20** |
| **Student Work Period:**  Students will read 107-108 in their text books and create a graphic organizer that identifies the key ideas and results of the Great Railroad Strike, Haymarket Riot, Homestead and Pullman Strikes. They will need to compare and contrast these events. Upon completion students will put their information on the board and have a group discussion. Upon completion students will answer the DBQ on page 110 and argue for or against Andrew Carnegie’s comments on industrialization and wealth disparity. Students will need to answer in complete sentences. Instructor will rotate around the room and make sure groups are on task and then guide discussion. Group share out prior to end of class. Writing activity to close class – SIE based on the Essential Question of the day. **WRAP- UP:** Instructor will utilize information from the days class to review the aforementioned topic and present students with higher order questioning | **Time**  **45** | **Scripted Higher Order Questions**   * **What made it difficult for union workers to create large industrial unions?** * **How were the new industrial unions different from the older trade unions?** | |
| **Closing:** Review / Expectations / Final Questions  **Assessment:** Class work (see above)  **Homework: Primary Source Activity** | **Time**  **10** | **Reflection on Lesson** | |

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| **Data Utilized to Identify Students for Differentiated Instruction**    **Marzano’s 9 High-Yield Strategies Applicable Daily**   1. Identifying Similarities & Differences 2. Summarizing & Notetaking 3. Reinforcing Effort/Providing Recognition 4. Homework & Practice 5. Nonlinguistic Representations 6. Cooperative Learning 7. Setting Objectives & Providing Feedback 8. Generating & Testing Hypotheses 9. Cues, Questions, & Advance Organizers | **Differentiated Instruction**  **Small Group – Intensive**  Assignment(s):   * Syllable pronunciation * Vocabulary * Reading accuracy * Building word knowledge * Sentence level instruction   Student(s):  Ali Aguilar, Vanessa Alfonso, Michael Durrence, Emily Wade, Patrick Frazier, Tyrone McDonald, Paco Morales, Natasha Nielson, Nicholas Roberts  . | **Differentiated Instruction**  **Small Group – Proficiency**  Assignment(s):   * SQ3R * Reciprocal Teaching * Vocabulary sounding/roots, affixes/meaning * Graphic organizers * Sentence and paragraph level instruction   Student(s): | **Differentiated Instruction**  **Small Group – Enrichment**  Assignment(s):   * Two Column notes * Activate background knowledge * KWL Chart * Think-Pair-Share * Text Features (main idea, context) * Extended discussion for meaning   Student(s):  Chelsey Beck, Justin Bond, Zach Berning, John Robertson, Abigal Rutt, Zan Fuller, Jessica Watkins |